










RE Rolling Programme with Learning Outcomes

Key: **Making sense of beliefs** **Understanding the impact** **Making connections**

RE rolling programme	Autumn	Spring	Summer
Elm and Ash - Cycle A	<p>Islam – does praying affect how a Muslim lives?</p> <p>Recognise the importance of prayer to Muslims.</p> <p>Give an example of a story about a prophet which guides beliefs and actions.</p> <p>Think, talk and ask questions about Muslim beliefs and ways of living.</p> <p>Allah Mohammed Muslim prayer</p> <div>  <p><i>I speak clearly to small groups of people I know.</i></p> </div>	<p>Why do Christians believe that God is loving and forgiving?</p> <p>Be able to retell a parable that demonstrates that God forgives.</p> <p>Give examples of how Christians show that they love God.</p> <p>Explore ways that we can learn from the parables.</p> <p>parable forgiveness Bible gospel</p> <div>  <p><i>I listen to others without interrupting.</i></p> </div>	<p>How does God want people to look after the world?</p> <p>To learn and compare various creation stories from around the world.</p> <p>Give examples of how people show their appreciation for creation.</p> <p>Make connections between the stories and how we live in the world today.</p> <p>creation creator nature thankfulness</p> <div>  <p><i>I imagine different situations and can bring them to life in different ways.</i></p> </div>

<p>Elm and Ash- Cycle B</p>	<p>Is it possible to be kind all of the time? How did Jesus show kindness?</p> <p>Recall examples of how Jesus showed kindness.</p> <p>Give examples of how Christians show kindness.</p> <p>Think, talk and ask questions about what they can learn from the stories.</p> <p>Jesus Bible Christian kindness</p> <div data-bbox="636 604 732 699"> </div> <div data-bbox="770 639 902 719"> <p>with others appropriately.</p> </div> <div data-bbox="943 619 1066 692"> <p>I work well by behaving</p> </div>	<p>Judaism –How do Jewish stories influence how Jews celebrate festivals?</p> <p>Be able to retell, simply, stories used in Jewish celebrations and how they help tell Jews what God is like.</p> <p>Give examples of how Jewish people celebrate special times.</p> <p>Give a reason why reflecting, thanking, praising and remembering is good for Jewish people and whether this is important in your own lives.</p> <p>Jewish Judaism Sukkot Torah thanking</p> <div data-bbox="1142 612 1238 699"> </div> <div data-bbox="1276 619 1568 667"> <p>I speak clearly to small groups of people I know.</p> </div>	<p>Explore pilgrimages and what they mean to the pilgrims.</p> <p>Recognise that there are special places where sometimes people go to get closer to God.</p> <p>Give examples of pilgrimages and their importance to the pilgrims.</p> <p>Talk about what makes some places special to people. (Including non-religious)</p> <p>pilgrimage journey pilgrim God belief</p> <div data-bbox="1648 612 1744 699"> </div> <div data-bbox="1765 608 2067 683"> <p>I imagine different situations and bring them to life in different ways.</p> </div>
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<p>Oak - Cycle A</p>	<p>Islam - Does completing Hajj make a person a better Muslim?</p> <p>Understand the importance of Hajj to a Muslim.</p> <p>Make links between beliefs and the rituals that take place.</p> <p>Make connections with stories from the Qur'an and the Hajj pilgrimage.</p> <p>Key words; Hajj Makkah Kab'bah commitment</p> <div data-bbox="622 619 719 715"> </div> <p><i>I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds.</i></p>	<p>How and why people mark significant life events</p> <p>Explore the meaning and importance of ceremonies of commitment.</p> <p>Describe what happens at a commitment ceremony and what these rituals mean.</p> <p>Ask questions and suggest answers about whether everyone should mark significant events on life's journey.</p> <p>wedding commitment vows promises</p> <div data-bbox="1137 619 1234 715"> </div> <p><i>I generate ideas to improve something.</i></p>	<p>What is it like for Christians to follow God?</p> <p>Learn and recall some stories from the bible which influence Christians. (Pentecost, Noah)</p> <p>Describe how Christians might use the teachings in their worship and beliefs</p> <p>Make links from the stories to how Christians live now</p> <p>Pentecost covenant Noah Holy spirit</p> <div data-bbox="1653 555 1749 651"> </div> <p><i>I speak effectively by thinking about what my listeners already know.</i></p>
<p>Cycle B</p>	<p>Hinduism – does celebrating Diwali give a Hindu a sense of belonging?</p> <p>Recall the stories of Rama and Sita and Lakshmi. Understand the importance of light.</p> <p>Give examples of how Hindus show their faith in their communities.</p> <p>Be able to discuss whether taking part in rituals gives Hindus a sense of belonging.</p> <p>Hindu Mandir Divali Rama Sita</p> <div data-bbox="622 1225 719 1321"> </div> <p><i>I speak effectively by making points in a logical order.</i></p>	<p>Judaism – The story of Moses and the Passover</p> <p>Recall and discuss the story of Moses and the Exodus.</p> <p>Describe how Jews remember Pesach.</p> <p>Make links with personal reflection - forgiveness, gratefulness, freedom and justice</p> <p>Moses Pesach Exodus Seder plate freedom</p> <div data-bbox="1137 1257 1234 1353"> </div> <p><i>I know how to recognise others' feelings about something.</i></p>	<p>What kind of world did Jesus want?</p> <p>Learn some examples of stories from the gospels and their meaning.</p> <p>Recognise what Christians learn from these stories and how it influences their lives.</p> <p>Make links between the stories and what life is like today.</p> <p>gospel, holy spirit, trinity, vicar, disciples, Jesus</p> <div data-bbox="1653 1225 1749 1321"> </div> <p><i>I listen to others and can ask questions if I don't understand.</i></p>

<p>Beech - Cycle A</p>	<p>Islam - discovering how Muslims show their commitment to God (5 pillars)</p> <p>Identify ways that Muslims show their commitment to Allah. Explore ways that Allah is worshipped. Make links between how Muslims show their commitment and how you show commitment.</p> <p>Key words; shahada sawm hajj salah zakah</p> <div data-bbox="624 580 714 668">  </div> <p><i>I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds.</i></p>	<p>Why do some people believe in God and some not?</p> <p>Define the terms theist, atheist and agnostic and what that means. Make connections between people's beliefs and how they live their life. Consider and weigh up different views and express ideas about why people may or may not believe in God.</p> <p>Key words: theist atheist agnostic belief</p> <div data-bbox="1144 580 1234 668">  </div> <p><i>I explore complex problems by identifying when there are no simple technical solutions.</i></p>	<p>Creation and science: conflicting or complementary</p> <p>Suggest what Genesis might mean and show awareness of different interpretations. Investigate whether science and faith can go together. Develop your own views, with reasons, whether creation and science is conflicting or complementary.</p> <p>Key words: Genesis evolution conflicting complementary</p> <div data-bbox="1655 493 1744 572">  </div> <p><i>I listen to others and can tell someone else what it was about.</i></p>
<p>Cycle B</p>	<p>Hinduism - How can Brahman be everywhere and in everything?</p> <p>Recognise some Hindu deities and how they describe Brahman. Make links between beliefs and how Hindus live. Express ideas of how if there is a 'spark' of Brahman in everyone how that might affect their decisions.</p> <p>Brahman Shiva Vishnu Brahma deity</p> <div data-bbox="624 1235 714 1323">  </div> <p><i>I speak effectively by using appropriate language.</i></p>	<p>Judaism - How Jews show their special relationship with God</p> <p>Identify ways that Jews show their faith. Understand differences in how people put their faith into action. Express your own views on how to make the world a better place.</p> <p>Bar/Bat Mitzvah Torah Synagogue Tzedekah faith</p> <div data-bbox="1144 1195 1234 1283">  </div> <p><i>I generate ideas by combining different concepts.</i></p>	<p>How do Christians decide how to live?</p> <p>Identify possible ways that Christians can show their faith. Make connections between Gospel texts and how Christians live. Explore how Christian teachings could help with the world's problems.</p> <p>bible Gospels church altar communion</p> <div data-bbox="1655 1227 1744 1315">  </div> <p><i>I work well with others by supporting them if I can do so.</i></p>

<p>Willow - Cycle A</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>Describe ways that guide Muslims in how they live. Give examples of how Muslims put their beliefs into practice in different ways. Reflect on what it is like to be a Muslim in Britain today.</p> <p>Hadith Sunnah Qur'an Mohammad</p> <div data-bbox="622 571 719 671"> </div> <p><i>I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds.</i></p>	<p>What matters to a Humanist?</p> <p>Identify who Humanists are and some of their values. Identify ways that beliefs and values are put into practice Reflect and discuss what motivates Humanists and yourselves to do good in the world.</p> <p>Humanist Golden rule worldview value</p> <div data-bbox="1137 507 1234 592"> </div> <p><i>I speak effectively by using appropriate language.</i></p>	<p>Can faith help when life gets hard?</p> <p>Compare and explain similarities and differences about life after death beliefs. Understand and give examples of how beliefs may affect how someone lives their life. Be able to express your own insights</p> <p>reincarnation heaven Hinduism Christianity</p> <div data-bbox="1653 563 1749 647"> </div> <p><i>I keep trying when something goes wrong and think about what happened</i></p>
<p>Cycle B</p>	<p>Hinduism - Why do Hindu's try to be good?</p> <p>Identify and explain some Hindu beliefs eg. dharma, karma, samsara, moksha Make clear connections between these beliefs and the way Hindus live their lives. Reflect on the beliefs and what impact they might have on individuals and the world.</p> <p>dharma karma samsara moksha atman</p> <div data-bbox="622 1289 719 1374"> </div> <p><i>I work well with others by understanding and respecting diversity of others' cultures, beliefs and backgrounds.</i></p>	<p>Judaism – how do Jews practise their faith? (synagogue visit)</p> <p>Give examples of rituals which show commitment to God. Give evidence of how Jews put their beliefs into practice. Consider the value of worship to the lives of Jews today.</p> <p>synagogue, Shabbat, shema prayer, torah belief</p> <div data-bbox="1137 1257 1234 1342"> </div> <p><i>I show I am listening by using open questions to deepen my understanding.</i></p>	<p>How do Christians show commitment?</p> <p>Give at least one example of how a famous Christian showed their faith. Show how Christians put their beliefs into practice in different ways. Be able to debate whether there is a best way to show commitment to a faith.</p> <p>commitment Christian disciple service courage</p> <div data-bbox="1653 1273 1749 1358"> </div> <p><i>I manage group discussions to reach shared decisions.</i></p>

Christmas		Easter	
Elm and Ash Cycle A Cycle B	Jesus as a gift from God What good news did the angels bring?	Elm and Ash Cycle A Cycle B	Investigating the significance of Easter symbols Why and how was Jesus treated like a celebrity? Palm Sunday
Oak Cycle A Cycle B	Mary's journeys Has Christmas lost its true meaning?	Oak Cycle A Cycle B	How Jesus showed forgiveness. Good Friday The importance of the resurrection.
Beech Cycle A Cycle B	What is the most important part of the Nativity? Was Jesus the Messiah?	Beech Cycle A Cycle B	How the last supper relates to today's Christians How do Christians across the world celebrate Easter?
Willow Cycle A Cycle B	Is the Christmas story true? Prophecies and incarnation	Willow Additionally Mayflower Christmas sociology Anti racism Philosophy Cycle A Cycle B	Who was most responsible for Jesus' death? Salvation Was Jesus destined to be crucified? Salvation

<p>EYFS</p> <p>What makes people special?</p> <p>Special places</p> <p>What can we learn from stories?</p> <p>Why is Christmas special?</p> <p>Why is Easter special?</p>	<p>EYFS reference examples-</p> <p><i>Communication and language:</i></p> <p>Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.</p> <p>Children answer ‘who’, ‘how’ and ‘why’ questions about their experiences in response to stories, experiences or events from different sources.</p> <p><i>Personal, social and emotional development:</i></p> <p>Children have a developing respect for their own cultures and beliefs and those of other people.</p> <p>They show sensitivity to others' needs and feelings.</p> <p><i>Understanding the world:</i></p> <p>Children talk about similarities and differences between themselves and others among families, communities and traditions.</p> <p>They begin to know about their own cultures and beliefs and those of other people.</p> <p>They explore, observe and find out about places and objects that matter in different cultures and beliefs.</p>
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Embedding Inclusive Practise:

<p>Provision for reading within RE:</p> <ul style="list-style-type: none"> ● allow thinking time before answering questions ● re-reading or re-visiting texts ● start lesson with a ‘safe’ activity e.g. recap previous learning, re-read key text/extracts, review key vocabulary, open question to talk about, paired talking ● word banks (wall/books) with subject specific vocabulary ● use of drama, role-play and presentations to explore and convey meaning ● short, specific instructions / repeat as necessary ● break down complex tasks/instructions into smaller manageable steps ● incorporate movement breaks ● use visual images and film clips as well as written texts ● partner work ● practical activities eg. art, cooking to imbed learning 	<p>Provision for writing within RE:</p> <ul style="list-style-type: none"> ● allow thinking time before writing ● oral rehearsal of sentences before writing ● initial teaching comes from child's own experience/knowledge before harder concepts are introduced ● stem sentences ● use of a multi-sensory approach - read it, draw it, act it before writing it ● encourage use of word banks (wall/book) with subject specific vocabulary ● rehearse key vocabulary using different voices ● make explicit links to other subject areas e.g. science, maths, literacy ● think, pair and share (careful pairings)
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